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ABSTRACT

The pamphlet describes program development and replication costs of the Institute for Political and Legal Education (IPLE), a high school social studies program which provides students with practical experiences in politics, government, and law. Developed in New Jersey, the year-long program bridges the gap between schools and communities by involving students in their own town and county government. The curriculum includes daily class sessions, annual workshops, and a model Congress. Also, every student spends at least two days each month working in a governmental or community agency. Program evaluation compared scores of 91 participating students with nonparticipating classmates on tests of political knowledge and inclination to participate. Data analysis showed that IPLE students had increased knowledge and interest in governmental and political functions, and they participated more widely in a variety of political activities. The pamphlet includes instructions for educators in other states to replicate the program. Visitations to IPLE sites in New Jersey can be arranged. A descriptive listing of 28 curriculum materials developed by IPLE and their costs concludes the document. (Author/AV)

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Turning Students On

To Active Citizenship

SP 010 582

Project Description
Institute for Political and Legal Education

a New Jersey ESEA Title III Project

Preface

The Institute for Political and Legal Education was developed through the cooperative efforts of the Institute staff, educators in local New Jersey districts, and the staff of the Research and Developm ** Center, Division of Research, Planning and Evaluation, Department of Education, State of New Jersey.

In 1974 this program was validated by the standards and guidelines of the United States Office of Education as successful, cost-effective, and exportable and approved for national dissemination by the Dissemination Review Panel. As a result, the program is now funded as a demonstration site to offer interested educators the opportunity to see the program in operation, consultation services in the program's replication, and program materials. There is no charge for the services of the program staff. Materials are available at cost. The development and dissemination of this program are funded through the New Jersey Elementary and Secondary Education Act, Title III-IV.

On behalf of the Department of Education, State of New Jersey, I wish to bring the Institute for Political and Legal Education to the attention of educators throughout the nation. The program has made a significant contribution to the education of high school students about the American political, governmental, and legal process and thus should be of interest to educators, parents, and students.

Fred G. Burke

Dr. Fred G. Burke
Commissioner of Education
State of New Jersey

Prepared for the Institute for Political and Legal Education by Dorothy J. Donovan, November 1975.

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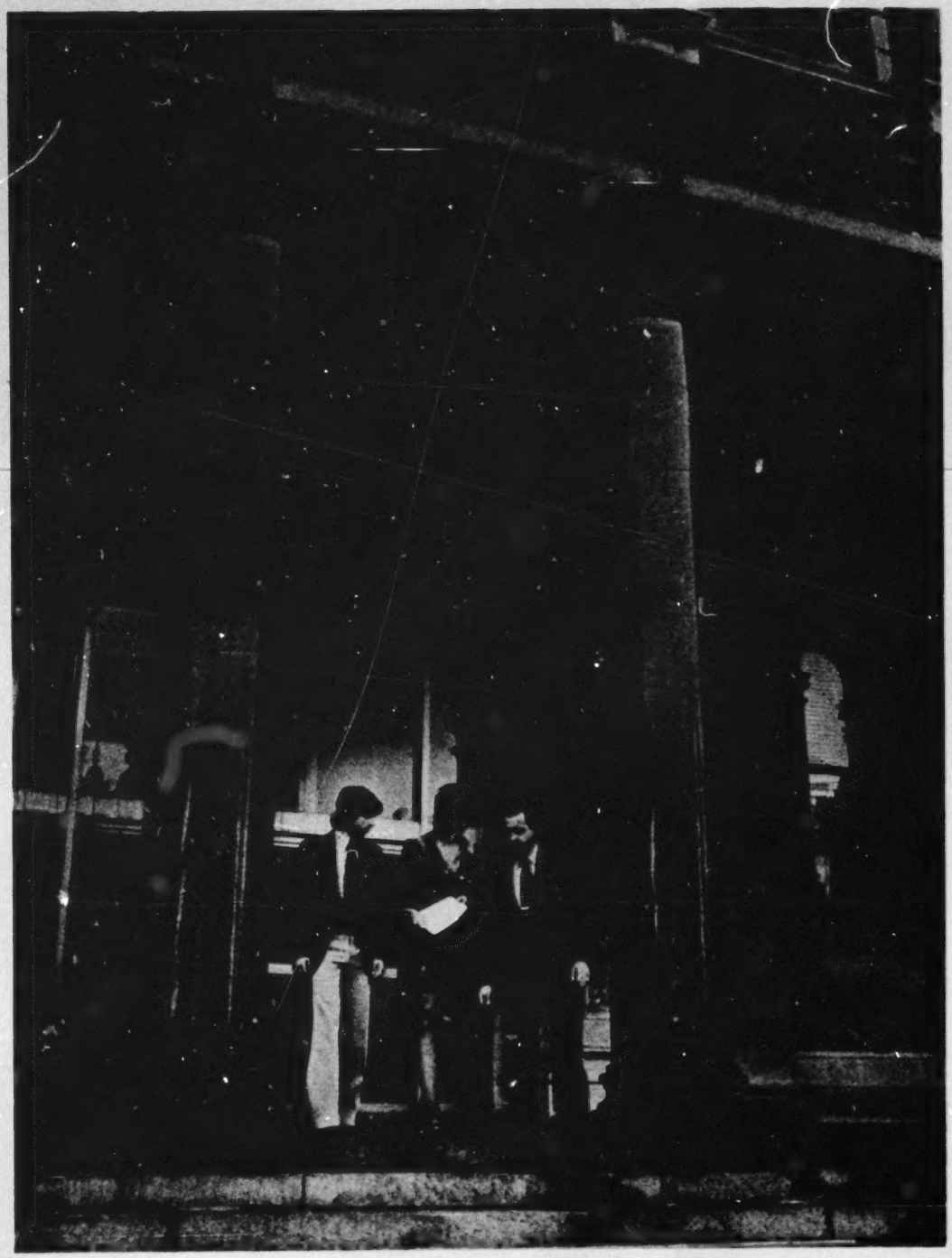

IPLE students aren't satisfied to learn about government from books. They go to where government is and learn from those who gover-.

Introduction

The Institute for Political and Legal Education (IPLE) has designed a year-long social studies program to provide high school students with practical experiences and understanding in the political, governmental, and legal process. The curriculum comprises three units: voter education; state, county, and local government; and individual rights. It supplements its printed and audio/visual materials by workshop/seminars and a Model Congress held every year under the sponsorship of the Institute.

The program stresses a two-fold approach: (1) the acquisition of knowledge, both information and skills; and (2) participation of the students, first in classroom and school activities by role-playing simulation games, and then in the actual community, in local and state agencies. This two-fold emphasis enables students to initiate and execute projects that affect the community in a positive manner.

The program was developed and field-tested over a three-year period (1971 to 1974) with funding from ESEA, Title III totaling approximately $238,000; it involved, in this phase, students, teachers, and administrative staff in writing and revising curriculum, teacher training, testing, and evaluation. The need for further development arose from the extension of the voting franchise to the eighteen year old combined with an interest in law focused education by the American Bar Association.

This report describes the program's development and essential elements and presents the procedure and cost for replication in other sites.

Development Process

Concern over cynicism among young students toward politics led to the initial development of a program designed to arouse in them constructive political interest. Barry Lefkowitz, then a teacher in a southern New Jersey school, assisted by an advisory committee, designed an initial year-long curriculum to give high school students a solid understanding of the political and governmental process. Favorable reaction by school administrators, parents, and teachers encouraged the initiation of a state-wide random survey of 600 high school students which revealed that: 79 percent were unable to name their local, state, or federal representatives; 94 percent did not know how to register to vote; 60 percent expressed disillusionment and frustration with the system. This led to the further development of the program in the State of New Jersey through assistance from ESEA, Title III.

During the summer of 1971, with the help of consultants, students, and teachers, the existing curriculum was expanded, teacher training was instituted and program evaluation instruments were designed. Throughout the development, this fundamental purpose prevailed: "to provide young people with the information and tools which would allow them to become involved as viable members of their community".

Demonstration Districts

Eight school districts representing a cross-section of New Jersey's schools were selected to participate as demonstration models. In distribution they . . .

- encompass the northern, central, southern and coastal New Jersey locations.
- represent urban, suburban, rural, parochial, private, and public schools.
- contain large, medium, and small school populations.

Students

Students for the program were selected according to the following criteria: potential leadership in the classroom; a strong sense of responsibility, imagination and creativity; proven integrity and honesty; the ability to communicate effectively with peers and adults; the industry to handle extra work; a positive attitude toward the program; and finally, a desire to serve school and community. Grades were not the determining factor.

Teacher-Coordinators

Teachers were selected for their willingness, time, energy and devotion to working with young people, and their ability to work closely with political, governmental, legal, and community leaders. Some experience or knowledge of politics and government was desired but not essential, since the course itself provided this background.

Board of Directors

The formation of its first Board of Directors was a major factor in the development of IPLE. From its inception, the Board has worked actively with the project staff not only in the development of the program but in all ongoing policy decisions regarding workshops, personnel policies, and involvements with community, educational, political, and legal groups. Meeting at periodic intervals, they constitute a valuable resource for the staff. Over the years, the Board has grown to comprise: New Jersey assemblymen; a U.S. congressman; representatives of the New Jersey Education Association, New Jersey School Boards Association, New Jersey Chamber of Commerce, AFL-CIO, League of Women Voters, State Department of Education, New Jersey Bar Association, New Jersey Public Broadcasting, New Jersey Common Cause, New Jersey Puerto Rican Congress, Democratic and Republican State Committees; delegates from the state university, a state college, and several community action projects; finally, three students, a teacher, and a school superintendent.

Essential Elements

The essential elements of the Institute for Political and Legal Education prescribe a specific curriculum, the use of professionals in the classroom, community interning, workshop/seminars held throughout the year, and an annual Model Congress.

Curriculum

Teachers in the program combine innovative printed and audio/visual curricular materials with role-playing simulation games developed by IPLE. Additional supplementary material is recommended. The curriculum is subdivided into three areas of concentration, alterable by the interests and selection of the students and teacher:

- Unit I – Voter Education
- Unit II – State Government: The Decision-Making Process
- Unit III – Individual Rights: Freedom of Expression – Fair Trial v. Free Press

These can be adopted or adapted in any of the following combinations: I; I and II; I and III; II and III; I, II, and III.

The Voter Education unit includes the process of issue analysis, canvassing and registration, with insights into media publicity, propaganda techniques and election strategies. Voting reform, rights and procedures, party structure, and the electoral college are examined intensively. An optional political assembly and simulated election are highlighted with historical review, candidate speakers, and local party campaigning. Additional activities encouraged include voter registration drive both in and out of school; campaigning for actual candidates in campaign headquarters, telephone canvassing, door-to-door canvassing; working as challengers at an election; organizing transportation and babysitting for election; conducting survey polls for election in and out of school.

CURRICULUM SUBDIVISIONS

Voter Education
State Government: The Decision-Making Process
Individual Rights: Freedom of Expression – Fair Trial v. Free Press

The State Government: The Decision-Making Process unit focuses on the actual political process by which decisions are made. The unit is organized around a cyclical model of the policy-making process: beginning with community needs, examining the avenues of influence by which these demands are communicated to the legislators, the actual legislative process (from initiation to final passage of a bill), and subsequent implementation and re-evaluation of policy. Also included are detailed community research techniques, the process of lobbying, and the functioning of a state legislature. Student awareness of the passage of laws is experienced in out-of-school interning at the State Legislature and/or a professional lobbyist's office. Additional student projects are also recommended. The study culminates in a Model Congress conducted annually, as described below.

The Individual Rights: Freedom of Expression – Fair Trial v. Free Press unit presents the basic foundations of law, the concept of freedom of expression guaranteed under the Bill of Rights, and the dilemma of a fair trial within the structure of a free press. Case studies are presented, such as **Roth v. United States, New York Times v. Sullivan,** wherein students analyze the decisions rendered. Students are expected to formulate their own law and evaluate its precision, jurisdiction, limits of enforcement, and possible alternatives. Included is the Mock Trial: **Tinker v. Des Moines,** a simulation activity wherein students assume roles of individuals associated with the freedom of expression case. Students learn, through role-playing, the process of a District Court evidentiary hearing and a Supreme Court session. Field study or interning might include work with the Bar Association or the Public Defender's Office. Additional student projects are also recommended.

Each curriculum unit and accompanying behavioral objectives are evaluated for knowledge perception and inclination to participate via testing instruments which use standard multiple choice questions, numerical rankings, and classroom logs.

Professionals in Classroom

As a supplement for the teacher, resource people are invited to apply their expertise in preparing students for various activities, such as campaigning, community planning, lobbying, and the like. They perform specific functions and roles designated by the teacher and students. Many men and women,

from state legislators to local committee people, generously volunteer time to the program.

Field Study Interning

An innovative and unique feature of the IPLE program is an internship within the community. After acquiring an understanding of the process, students intern or do field-study work in various local and state agencies, and eventually initiate projects to affect their community in a positive manner. Such internship provides the students with an opportunity to apply and reshape the skills acquired in the classroom atmosphere. Prior research into the function, purposes and realm of the assignment by the student should provide sufficient background for this activity.

Since the community serves as a classroom, it is necessary for students to be out of school a minimum of twenty days for field-study work. Students intern at the local level by working with urban renewal groups, the police department, or city clerk's office; at the county level, by helping in the Offices of Consumer Protection, Planning, or Economic Development; and at the State capital by handling research projects for the Bar Association or serving as aides to legislators or lobbyists.

Workshop/Seminars

Teachers and students have the opportunity to attend four large state-wide group seminars conducted each year by the Institute where they receive training by professionals on state and national levels. These workshops cover studies in campaigning/canvassing, state government, collective bargaining, and individual rights. Since professional resource people in specialized areas have limited time and availability, it becomes necessary to bring such state and national government officials and experts together at one time to instruct teachers and students from various sites. The workshop/seminars fulfill these needs.

Model Congress

Another major activity sponsored by the Institute is its annual Model Congress, a three-day, student-run version of Washington politics, held in the spring, where student delegates actually put into practice the parliamentary skills, debating techniques, and legislative writing abilities which they developed through classroom activities. At the Congress, the students meet part of two days in committee and part of two days in either the House or the Senate. Their task is to discuss and enact legislation researched and written by themselves. The Model Congress thus provides students with the opportunity to draw together and apply all of the knowledge, skills, and experiences they acquired throughout the year.

Conclusion

The Institute's development was guided by the objectives of providing high school students with . . .

- practical experiences and knowledge in the political and governmental process.
- the skills and tools which would allow them to become involved as viable members of their community.

IPLE attempts to bridge the gap between schools and their surrounding communities by involving students in their own towns and counties. Offered as a year-long social studies course, the full curriculum of the Institute for Political and Legal Education consists of daily class sessions, annual workshops and a Model Congress; in addition, every student spends at least two days a month outside the classroom working in a government or community agency.

Although IPLE students come from divergent family backgrounds and vocational interests – about one third do not plan to attend college – yet their reactions have been uniformly favorable. The Institute's success depends upon student initiative and interest; although the course is time-consuming, the student absentee rate in all schools has been very low.

At a time when many special programs are curtailed or eliminated by budget cuts, IPLE appears as a successful exception. The key to its popularity with students, teachers, administrators, and community leaders lies in its foundation in the real world of political action. As one student stated: "Instead of memorizing names of Supreme Court Justices, we actually see the court system in action. Instead of memorizing the Bill of Rights, we get to be interns in the state attorney general's office. The Institute gave me a unique opportunity to learn how government really works."

IPLE students discuss upcoming legislation with a New Jersey legislator in the State Assembly chamber.

Evaluation Design & Results

The evaluation compared ninety-one junior and senior students enrolled in IPLE (experimental) and grade-mates in the same schools *not* in the IPLE program (control). Teachers were asked to select students for the experimental and control groups of approximately equal academic ability as indicated by grade point averages recorded in their freshman and sophomore years.

Fifteen students in each of the IPLE sites were selected by their "teacher-coordinator" on a random basis, from whom seven were randomly selected by the central IPLE staff to comprise the experimental sample. The teacher-coordinator was not apprised of the students selected. The same procedure was used to select the control group. Because of incomplete pre-test and post-test data, two of the centers were dropped from the evaluation study. In the remaining centers incomplete scores rendered some subject data unusable.

Objectives

1. After participation in the program, students will score significantly higher on the **Test of Political Knowledge**, i.e., local, county, and state government structures and operations, lobbying and parliamentary procedure, and knowledge of American jurisprudence, than before.
2. After participation in the program, students will become more deeply involved in the political and governmental process as measured by the **Inclination to Participate** test.

Instrumentation

The **Test of Political Knowledge** (TPK), developed by IPLE staff, comprises three sub-tests: (1) political, (2) governmental, and (3) legal. Within the scope of present IPLE activities, only sub-tests 1 and 2 were administered and computed as the total TPK score. The legal component is presently being developed.

The **Inclination to Participate** test (IP), also developed by IPLE staff, contains a list of twenty service or interest activities, all high in social desirability. Eight represent political involvements. The IP score is the sum of the ranks of the eight politically-relevant activities, with the lower score reflecting a greater inclination to participate.

Procedures

The TPK (sub-tests 1 and 2) was administered on a pre-test/post-test basis to all experimental and control students, pre-tests during the first two weeks of school and post-tests after completion of each of the three instructional units. Tests were administered to the experimental students by IPLE staff and to control students by classroom teachers trained and monitored by IPLE staff. It was hypothesized that the experimental group would show a significant positive increase in post-test difference scores over the control group at the .05 level of significance.

The same procedure was used for the Inclination to Participate (IP) test. Post-tests, however, were administered at the end of April. Data from the TPK and IP were compiled by the IPLE staff.

Additional data were gathered from experimental students through the use of student completed Critical Incidence Records. These records record in detail activities of a governmental or political nature in which students have participated or have initiated.

Data Analysis

A difference score (pre-test and post-test) was computed for each student on the total TPK score (sub-tests 1 and 2). A two-tailed t-test, using the Olivetti 101 Programma, was applied to the difference scores of the two groups. Results indicated a significant difference at the .01 level in favor of the experimental group.

On the IP scores, a Wilcoxon t-test of significance was utilized to analyze ranked experimental and control pre-test and post-test scores. Pre-test data supported the hypothesis that the two groups were not significantly different at the .05 level of significance. Analysis of post-test data indicated that the experimental group showed a significantly lower ranking at the .05 level of significance over the controls (low scores show higher rankings of desired activities).

When the Wilcoxon t-test was applied to the relative rankings of experimental and control subjects on the basis of post-test scores, the experimentals were found to score better than the controls at the .01 level of significance:

Σ Experimental	=	5910.5 N = 74
Σ Control	=	3004.5 N = 59
Z	=	2.7966
Significance	=	.01

Conclusions

Data indicate that IPLE significantly increased both the students' knowledge of, and inclination to participate in, political and governmental functions. Furthermore, extensive data recorded on student Critical Incidence Records documented a high level of actual student involvement in widely varied political and governmental activities.

The diversity of IPLE sites (urban, rural, suburban) and variety of student populations which these data represent provide evidence of its probable successful implementation in similar situations. The impact of the IPLE program upon the general student body can be demonstrated by the involvement of even the control group in a variety of regular curriculum social studies and in some IPLE activities during the school year. This activity on the part of the control group may have contaminated the data to some degree but it clearly indicates the beneficial effects of IPLE on the high school student body.

Before

Prior to the inception of IPLE, a survey of 600 New Jersey high school students revealed that 79 percent were unable to name their local, state, or federal representatives. Ninety-four percent of the sample did not know how to register to vote, and 60 percent expressed disillusionment with the system.

After

Test data have shown that IPLE students demonstrate an increased knowledge of political and governmental functions. Furthermore, students not only know more but actually participate more in a wide variety of political and governmental activities.

The dynamics (and hard work) of a political campaign are learned by doing. These IPLE juniors are running a slate of candidates against a slate offered by a class of IPLE seniors. The committee in foreground is in charge of platform writing; the other students are working on publicity.

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Dissemination Plan

Implementation Procedure

These are the step-by-step processes for implementation of the program by other school districts:

- identification of target population
- solicitation of participating teachers and student leaders
- identification of a liaison person to work with IPLE
- identification of community resources
- participation in an Institute 5-day training session
- implementation of follow-up workshops (3) to provide additional skills (community research, negotiating, parliamentary procedure)
- identification of an institution or agency to sponsor the annual workshops and Model Congress, in states other than New Jersey.

Cost of Replication

Responsibility for the program may be assigned to any teacher in a social studies program, thereby requiring no extra personnel. The major cost entails release time for training of teachers to implement the program. Five days are needed for in-service training in methods and techniques as well as three days of follow-up training. School districts cover the minimal expenses incurred by teachers and student leaders at the training. Annual operating expenses of the IPLE program borne by a school district include transportation for teacher and students to the Model Congress and workshops held during the year.

Developed by IPLE, printed materials for the complete year-long curriculum kit cost approximately $36.00. This includes the role-playing simulation games. All curriculum materials that have been developed, including filmstrips, and their cost are listed on pages 12 and 13.

Dissemination Services

The Institute for Political and Legal Education offers a visitation program at nine sites in New Jersey to interested educators to see the program in operation. The staff is available on a limited basis to give orientation presentations. Priority will be given to audiences of fifty or more. Arrangement for visitation may be made with the project staff.

The staff has prepared manuals, filmstrip/cassettes, and simulation games for educators who are interested in replicating the program wholly or in part. All materials are available at cost.

Training and follow-up consultations are available to educators whose districts sign a commitment to replicate the program's essential elements, as specified in a Producer-Consumer Agreement. Training sessions are held in New Jersey each summer; they will be conducted in states other than New Jersey if at least twelve schools are in attendance. Consumer districts are requested to register one teacher and one student, preferably a junior, for the training; the student is necessary for assisting the teacher in implementation by working with his own peer group. It is recommended that an administrator attend one day of the training. The five-day training session includes effective methods and techniques needed for a successful implementation of the program.

There is no charge for dissemination services of the project staff. Consumer districts are responsible for costs incurred by their staffs to be trained. Travel and lodging for the project staff in New Jersey are paid by ESEA, Title III. In states other than New Jersey these costs must be borne by the consumers. Such states must identify an institution or agency that will sponsor the annual Model Congress and yearly workshop/seminars for teachers and new student leaders, and act as liaison with the developer IPLE project staff.

Further information about IPLE, its dissemination services, and materials available may be obtained from:

Barry E. Lefkowitz, Director
IPLE, P.O. Box 426
Glassboro-Woodbury Road
Pitman, New Jersey 08071
(609) 589-3410

An important IPLE activity is identifying potential campaign issues, keeping track of the issues as they develop, and anclyzing their effect on the campaign and candidates. This student is adding materials to the issues and analysis board.

Project Materials

The curriculum materials listed below have been developed by IPLE and are available at cost.

Politics

Voter Education *($7.50)*

A comprehensive curriculum guide for teachers and students detailing organizational strategies required to establish a viable voter registration, canvassing, and campaign program. The Permanent Voter Education Organization committee system provides the base for such activities as issue analysis, an election information center, simulated elections, etc. The manual includes a complete lesson plan on teaching about subtle media influence on candidates and campaign issues (including 14 overhead transparency masters); information on voter registration and election laws, political party structure, and the Electoral College; and an appendix containing a human and organizational resource section and a bibliography of recommended books and audio-visuals. 102 pp.

Voter Education Lesson Plans *($1.50)*

A teacher manual containing twelve detailed lesson plans with behavioral objectives, along with a recommended time line, listings of additional resources, and suggested student activities for implementation of the objectives for a unit of study on voter education. 24 pp.

Voter Registration and Canvassing *($1.50)*

A comprehensive guide for organizing voter registration and canvassing drives. Techniques and strategy pointers are also included. 24 pp.

Hello, Are You Registered? *($.50)*

Companion workbook to **Voter Registration and Canvassing** for use by teachers in training students to organize the voter registration activity in their community. 12 pp.

High School Voter Registration *($1.50)*

An extensive and practical guide for implementing a permanent voter education organization designed to inform and stimulate high school students on the political process and voter registration. Specific strategies are included along with sample forms and calendars to facilitate registration of 18-year-olds in school as well as residents of the community. 38 pp.

Understanding Party Structure *($.75)*

A booklet explaining the organization and structure of political parties. It discusses the operation of political parties and how people can get involved in them starting at the local precinct level. 9 pp.

Political Education Assembly *($.50)*

Booklet on organizational considerations required for teachers and students to conduct effective educational high school assemblies on political topics. 7 pp.

Electoral College *($.50)*

An informative look at the pros and cons of the present system of electing the United States President and Vice President, including suggestions for classroom debate on the topic. 8 pp.

Student Simulated Elections *($.75)*

A guide for teachers and students for conducting simulated student elections for positions at any government level. The guide is designed to expose the entire student population to voter registration, campaigning (including simulated finances) and election day activities in the school. 16 pp.

Election Information Center/Issue Analysis Center *($.75)*

A guide for the establishment of centers within the school to provide students with election information and analysis of campaign issues. 13 pp.

Political Campaign Techniques *($.75)*

A guide explaining a variety of "grass roots" campaign techniques (media, telephone, materials, organizations, etc.) students need to know for effective participation in political campaigns. 14 pp.

Subtle Bias of The Media *($.75)*

Comprehensive guide on the methods and techniques used by the newspaper media in subtly influencing people's opinions and decision-making on candidates and issues. 10 pp.

How To Use A Voting Machine (filmstrip) *($6.00)*

A color sound filmstrip, with cassette, explaining how to use various types of voting machines, and describing other procedures at the polling place on election day.

How To Register To Vote (filmstrip) *($6.00)*

A color sound filmstrip, with cassette, describing voter registration procedures, based on New Jersey's revised statutes adopted in 1974 (including bilingual, high school and post-card registration).

Government

Government: The Decision-Making Process *($10.00)*

A comprehensive curriculum manual on state government, focusing on the actual political process by which decisions are made. The manual is organized around a cyclical model of the policy-making process: beginning with community needs, examining the avenues of influence by which these demands are communicated to the legislators, the actual legislative process from initiation to final passage, and subsequent implementation and re-evaluation of policy. This resource guide contains all the various governmental materials listed below, including detailed community research techniques, guidelines for effective lobbying, samples of student projects, four complete simulation games, supplementary curriculum suggestions on county and local government, information on how to organize a Model Congress, and a guide to additional printed and audio-visual materials. 283 pp.

Community Research Techniques — How and Why *($1.75)*

A comprehensive guide for constructing, implementing, and evaluating community surveys. Samples of community questionnaires, guidelines on random and systematic sampling procedures, and polls by students are integral parts of this guide. 47 pp.

A Guide to Lobbying *($1.00)*

A general guide on lobbying highlighting the important "leverage points" in the legislative process where influence can be exerted. It includes techniques of an effective lobbyist on the local and state levels. 26 pp.

Lobbying Game: A Simulation *($1.00)*

A simulation designed to provide students with a workable knowledge of the function of self-interest organizations and to help them develop practical lobbying techniques. The game uses role-playing situations involving professional lobbyists and elected legislators in Washington. 20 pp.

What You Need to Know About County and State Government *($.50)*

A questionnaire to be used for investigating the structure and functioning of county and state government. 7 pp.

County Government Curriculum Guide *($.75)*

Suggestions for the teacher on how to organize a study unit on the structure, process, services and finances of county government. Included are a simulation game on county budgeting and information on alternatives for strengthening and improving county government. 14 pp.

Local Government Curriculum Guide *($.75)*

A guide for the study of local government including historical development, structure and process, services, finances, and future prospects, presented in lesson plan form. It contains numerous suggestions for student projects and activities in the community. 12 pp.

Model Congress *($1.75)*

A comprehensive guide on procedures for organizing an actual facsimile of Congress (including committee meetings and full House and Senate sessions) adaptable for classroom, school-wide, or multiple-school use. Sample legislation, suggestions for its preparation and other practical materials are included in this guide. 53 pp.

The Legislators (filmstrip) *($6.00)*

A color sound filmstrip, with cassette, which uses the New Jersey legislature as a model to explain the legislative process and the role of the state Senators and Assemblymen.

Law

Individual Rights *($3.50)*

A comprehensive curriculum guide on the basic foundations of law and on the concept of freedom of expression as guaranteed under the Bill of Rights. Included are strategies for introducing the study of law, specific case studies, a mock trial for the classroom, a variety of additional resource materials, and a bibliography of recommended readings and audio-visuals. 133 pp.

Individual Rights (students) *($1.00)*

A student manual to accompany the above-listed teacher guide on **Individual Rights**, containing material extracted from it. 36 pp.

Fair Trial v. Free Press *($2.75)*

A comprehensive curriculum guide encompassing case studies and activities relating to the influence of the press on the outcome of jury trials in major criminal cases. It includes other classroom activities pertaining to freedom of the press; a useful discussion of various teaching strategies applicable to all law-focused education; and a legal glossary. 63 pp.

Fair Trial v. Free Press (students) *($.75)*

A student manual to accompany the above-listed teacher guide on **Fair Trial v. Free Press**, containing material extracted from it. 27 pp.

The New Age of Majority (filmstrip) *($6.00)*

A color sound filmstrip, with cassette, dealing with adult rights and responsibilities of 18-year-olds, under new state laws. Filmstrip covers contracts, school rights, marriage, and other fields of concern to those attaining the age of majority.

Materials Purchased as Kits

For schools adopting the program, kits are recommended which comprise the relevant manuals and sections for students extracted therefrom.

Politics

Voter Education *($7.50)*

The manual is described on page 12. The Student Leader Manuals are 3-hole-punched.

Campaign Registration Center *($1.00)*

A comprehensive guide for organizing voter registration and canvassing drives. Techniques and strategy pointers are also included. 24 pp.

High School Voter Registration *($1.25)*

An extensive and practical guide for implementing a permanent voter education organization designed to inform and stimulate high school students on the political process and voter registration. Specific strategies are included along with sample forms and calendars to facilitate registration of 18-year-olds in school as well as residents of the community. 38 pp.

Understanding Party Structure *($.50)*

A booklet explaining the organization and structure of political parties. It discusses the operation of political parties and where and how people can get involved in them starting at the local precinct level. 9 pp.

Political Education Assembly *($.45)*

Booklet on organizational considerations required for teachers and students to conduct effective educational high school assemblies on political topics. 7 pp.

Student Simulated Elections *($.65)*

A guide for teachers and students for conducting simulated student elections for positions at any government level. The guide is designed to expose the entire student population to voter registration, campaigning (including simulated finances), and election day activities in the school. 16 pp.

Election Information Center/Issue Analysis Center *($.60)*

A guide for the establishment of centers within the school to provide students with election information and analysis of campaign issues. 13 pp.

Campaign Activities *($.60)*

A guide explaining a variety of "grass roots" campaign techniques (media, telephone, materials, organizations, etc.) students will need to know for effective participation in political campaigns. 14 pp.

Electoral College *(complimentary)*

An informative look at the pros and cons of the present system of electing the United States President and Vice President, including suggestions for classroom debate on the topic. 5 pp.

TOTAL: $12.55

Government

Government: The Decision-Making Process *($10.00)*

The manual is described on page 13. The Student Leader Manuals are 3-hole-punched.

Community Research Techniques — How and Why *($1.50)*

A comprehensive guide for constructing, implementing, and evaluating community surveys. Samples of community questionnaires, guidelines on random and systematic sampling procedures, and polls by students are integral parts of this guide. 47 pp.

Pressure Groups *($.85)*

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A student manual to accompany the above-listed teacher guide on **Fair Trial v. Free Press**, containing material extracted from it. 27 pp.

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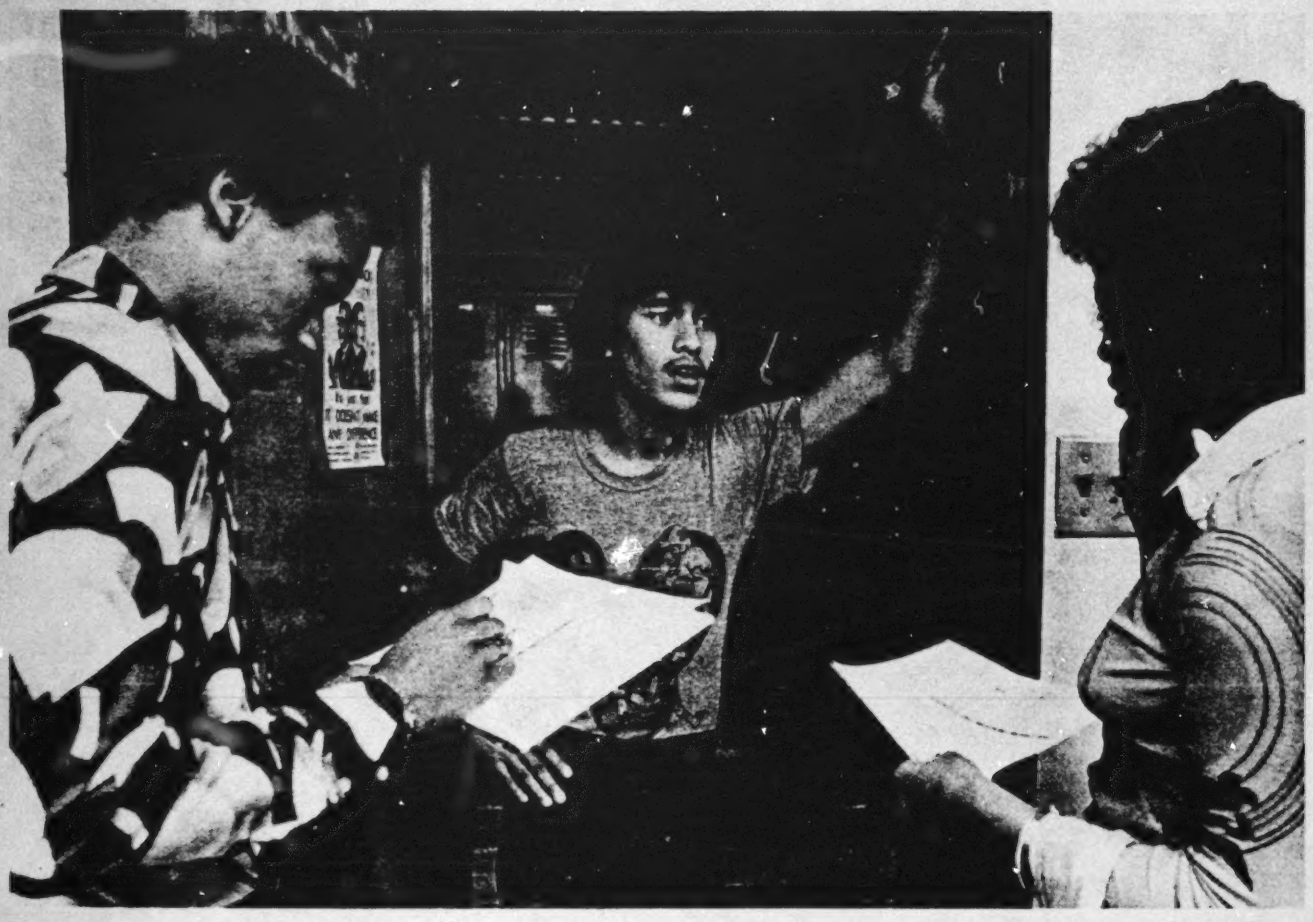

IPLE students work in their local community to register voters. In preparation for this important task, simulated interviews are conducted in class.

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